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ABSTRACT

Various professional organizations whose members are involved in testing have written standards that acknowledge the rights of test takers. The Joint Committee on Testing Practices, composed of delegates from six professional associations, has produced an enumeration of rights and responsibilities of test takers. This document explains the historical events that led to the development of the draft document. There is a summary of the role of governmental agencies, professional standards, and state and federal guidelines on the practice of testing. The debate on whether participants should have feedback on all testing results is included. Both the rights of the test takers and their responsibilities are considered. It is hoped that this document will serve to improve the ability of the testing profession to advance society. Appendix 1 is the Rights and Responsibilities of the Test Takers: Guidelines and Expectations. (Contains 10 references.) (JDM)

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By
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Chapter Thirteen

Development of a Statement of Test Takers' Rights and Responsibilities

Kurt F. Geisinger[1]

Abstract

Various professional organizations whose members are involved in testing have acknowledged the rights of test takers in their standards. The Joint Committee on Testing Practices, composed of delegates from six professional associations, has produced an enumeration of rights and responsibilities of test takers. The development of this draft document is summarized and the document itself is included in a chapter appendix.

In this article, I would like to describe the process that has led to the development of a draft document enumerating test takers' rights and responsibilities from procedural and historical perspectives. For four years (1993–1997), I represented the American Psychological Association on the Joint Committee on Testing Practices (JCTP). The JCPT is the embodiment of a relatively rare form of interdisciplinary dialogue. It is composed of delegates from six professional associations: American Counseling Association, American Educational Research Association,[2] American Psychological Association, the American Speech-Language-Hearing Association, the National Association of School Psychologists, and the National Council on Measurement in Education.[3] The JCTP divides into working groups to tackle thorny testing problems that fall under the general theme of test use. Among the products that have been developed in the past 10 years of JCTP activities are the Code of Fair Testing Practices in Education (JCTP, 1988) in English and Spanish versions, a variety of reports on test misuse; a volume entitled *Responsible Test Use* (Eyde et al., 1993);

and a videotape entitled *The ABCs of School Testing* (1993), which is accompanied by an instructional manual. We have two primary current projects, one of which is exploring the most effective ways of testing individuals with disabilities and the second of which is the subject of this article. We have developed a draft statement of test takers' rights and responsibilities[4] and we are thoroughly committed to the idea of listening to the feedback from the public and the professions that we represent and making whatever modifications are appropriate based upon recommendations coming from this forum and others in the future. I will now provide a synopsis of the historical development of this draft document (see the appendix for a copy of the document).

A Little History

In many cases, testing is a public practice, and as such is controlled, regulated, and influenced by a variety of sources. Some of these agencies include the government (e.g., the *Uniform Guidelines on Employee Selection Procedures*, Equal Employment Opportunity Commission et al., 1978), professional associations (e.g., *Standards for Educational and Psychological Testing*, AERA, APA, & NCME, 1985/1999), and organizations themselves (e.g., *ETS Principles, Policies, and Procedural Guidelines Regarding ETS Products and Services*, Educational Testing Service, 1979).

Mel Novick (1981) summarized roles of governmental agencies, professional standards, and state and federal guidelines on the profession and practice of testing. Novick rightly acknowledged that there are three participants in the testing process: the test producer (who "develops, markets, and/or administers and scores the test" (p. 1035), the test user (who chooses to use a given measure for a specified purpose), and the test taker (who, with a greater or lesser degree of choice, completes the measure) under conditions set by the test producer, the test user, or some combination of the two.

The *Standards for Educational and Psychological Testing* (AERA et al., 1985) first acknowledged the rights of test takers in its 1985 emanation. The last chapter of that edition of the technical standards was entitled "Protecting the Rights of Test Takers," and earlier in the document other chapters were devoted to the special problems inherent in testing linguistic minorities and people with handicapping conditions. Thus in 1985 the profession clearly began the process of acknowledging the importance of test takers as participants in the testing process. It might be noted that the discussion of test takers' rights has typically been related to the delivery of specific kinds of information. It might be held, for example, that individuals have a right to valid and fair assessments. However, such pronouncements would be seen as relating

to test validation and fairness rather than test takers' rights per se.

The technical standards present 10 general rights that individuals who take tests are deemed to have. These rights might be broken into two types: (a) test score reporting and interpretation, including the access to such information; and (b) test score cancellation and the processes used to make such decisions. The former area encompasses test takers' rights relating to (a) the circumstances under which informed consent is required prior to actual testing; (b) the school, clinical, and counseling applications in which test takers or legal representatives should receive transmittal of and an explanation about test results; (c) the principle that the names of individual test takers generally should not be associated with their performance in public pronouncements related to the testing; (d) the maintenance of reasonable security with respect to databases and the like; and (e) the avoidance stigmatizing labels wherever possible.

The second area of test takers' rights concerns test score cancellation and the processes used by test users and test publishers to make such judgments. Such cancellations typically occur due to suspected misconduct. In general, the standards hold that (a) the procedures used to make such decisions should be explained to a test taker facing the possibility of score cancellation; (b) the test taker should be notified that the investigative process is, in fact, ongoing; (c) in certain prescribed circumstances (primarily where tests are used in educational admissions, licensing, and certification) the test taker should be allowed to provide evidence to be considered as part of the entire score cancellation investigation; and (d) all available evidence should be reviewed in educational admissions, licensing, and certification circumstances.

The preceding lists briefly summarize the rights provided to those taking tests under the technical standards for testing that are currently in force. The *Code of Fair Testing Practices in Education* (JCTP, 1988) provides similar informational rights to test takers although, being a shorter document, it provides less specificity. The code suggests that test developers and users should "provide test takers" with "the information they need to be familiar with the coverage of the test, the types of question formats, the directions, and appropriate test-taking strategies" and, for optional tests, they should provide information to possible test takers so that they can be best informed and able to decide whether or not to take the examination (p. 4). The code also states that test developers and test users should inform test takers and their parents or guardians of any rights that they may have, of the procedures that they may use to register complaints about the testing or to have problems resolved, and the nature and security of the test scores after the actual testing.

At a 1991 symposium sponsored by the JCTP at the annual meeting of the American Psychological Association, Robert Perloff and I considered the circumstances under which informational feedback to those taking assessments was required and preferred. Our goal at the time, one that continues into the present, was and is to initiate a dialogue among participants in the testing process to advance our usefulness to the institutions and individuals that we serve. Tensions between testers and test takers remain high, as evidenced by the frequency with which testing issues receive attention in the press. The testing profession needs to converse meaningfully with those who take our assessments.

Dr. Perloff was concerned, for example, that college students and others completing tests, surveys, and other measures were becoming disaffected and unwilling to continue completing such instruments. He believed that the reason for such recalcitrant behavior was that the test takers were tired of performing without receiving feedback regarding the nature of their responses. He stated, "The responsibility, I submit, is ours, the testers, the publishers, the test authors, the professional testing community, to make tests that we are willing to go to the mat for. There is no, none whatever, medical test conducted on a patient whose results the patient does not learn about, in specific units or numbers on a scale, and interpreted by the patient's physician or other professional" (Perloff, 1991, pp. 2–3). He summarized his perspective again with the following goal: "The aim that I am (perhaps naively) championing is that all test scores—good, bad, or indifferent—be disclosed to the examinee, unless he or she explicitly prefers not to know; ignorance, of course, is the person's right" (p. 3). He stated the hope that by the end of the 1990s all results of all types of assessments would be provided to the individual assessed in an understandable, reasonable fashion. Perloff continued that if we are to contend that our measures are valid and meaningful, then we should forthrightly indicate that we are not ashamed of our measures and, in fact, should share the results of our assessment openly with our clientele. He called as well for informational brochures that could be provided to test takers at the time they receive the results of their assessments, to help them interpret the meaning of their results.

My response to Dr. Perloff in that setting (Geisinger, 1991) primarily set boundaries on the release of information. I was and continue to be concerned, for example, about the release of test score information taken from measures that have not been validated, and the costs and expertise required to provide feedback in some settings. I might argue that it is not even possible to interpret an individual's performance on a measure that has not yet been validated. I value the notion of providing informative pamphlets to test score recipients so

that they can interpret their own performance with well-written, concise guidance. There is, however, information that one probably should not learn without a knowledgeable professional present and without the opportunity to ask pertinent questions. The costs of such individual feedback would be prohibitive in many settings and might remove the utility from the testing process. I also reported concern about the provision of feedback related to performance on tests the purpose of which is to predict future behavior rather than to represent a domain of present behavior. In some cases, especially in some clinical and industrial testing settings, the predictive measures have little meaning in and of themselves. I concluded my paper with the following: "Validation research is needed for many of the tests that we use to help us develop interpretations that we can share in a meaningful way with test takers. More critically, at this stage, protracted dialogue should occur among the various parties—test takers, test makers, test users—to define what the nature of feedback should be. Perhaps a 'Bill of Test Takers' Rights' is needed. I would urge the development of such a document" (p. 9).

The JCTP decided in 1993–94 to study test takers' rights and perhaps to develop an enumeration of the rights we believed that test takers have or should have based on a literature review. All of our constituent groups supported this initial proposal. Until about 1995, a small but dedicated group of committee members followed the charge put forth to initiate dialogue regarding both the provision of feedback to test takers and, more generally, the rights of test takers. As part of the development of our document, we were committed to public discussion about the rights of test takers. In fact, among the earliest feedback we received from other professionals was that we needed to consider the responsibilities of test takers as well as their rights. The current (and final) document includes both of these components. I note that, following our lead, the 1999 *Standards for Educational and Psychological Testing* also have combined these two related issues. The symposium held at the Assessment '98 convention was one of many fora where we solicited the advice and counsel of professionals before final revisions to the draft document were made. Even now that the document is finished (Test Taker Rights and Responsibilities Working Group of the JCTP, 2000), we know that it continues to be formative and will be refined over time. Nevertheless, we are optimistic and hope that in its current version it will serve to improve the ability of the testing profession to advance our society.

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About the Author

Kurt F. Geisinger is vice president for academic affairs and professor of psychology at the University of St. Thomas in Houston, Texas. He is co-author of *Test Interpretation for Members of Diverse Groups* and author of *Psychological Testing of Hispanics*, both published by the American Psychological Association. He has been a member of the American Psychological Association Committee on Psychological Testing and Assessment, the Middle States Regional Council for the College Board, the College Board SAT Committee, and the chair of the Technical Advisory Committee for the Graduate Record Examination at Educational Testing Service. From 1993 to 1997 he co-chaired the Joint Committee on Testing Practices, a committee composed of representatives from five professional associations, and he initiated and co-chaired the working group that developed the Statement of Test Takers' Rights and Responsibilities, for which he was awarded the Distinguished Contributions award by the Association for Assessment in Counseling in 2001. He presently serves as a consulting editor for the *College Board Review*, the *International Journal of Testing*, and *Educational Research Quarterly*. A Fellow of APA, his specialties include psychometrics, test construction, the testing of language minorities and those with disabilities, and the translation of tests.

1. This article was originally presented at the Assessment '98: Assessment for Change—Changes in Assessment conference, St. Petersburg, FL, January 16–18, 1998.

2. The American Educational Research Association rejoined the JCTP near the end of 1997. It had previously been a member, but not during the development of the Test Takers' Rights and Responsibilities document.

3. In 2000 the National Association of Test Directors also joined the JCTP.

4. This document is reprinted in the appendix and is currently

available at the JCTP website, which may be found within that of the American Psychological Association at http://www.apa.org/science/jctpweb.html.

Appendix: Rights and Responsibilities of Test Takers: Guidelines and Expectations

Preamble

The intent of this statement is to enumerate and clarify the expectations that test takers may reasonably have about the testing process, and the expectations that those who develop, administer, and use tests may have of test takers. Tests are defined broadly here as psychological and educational instruments developed and used by testing professionals in organizations such as schools, industries, clinical practice, counseling settings and human service, and other agencies, including those assessment procedures and devices that are used for making inferences about people in the above-named settings. The purpose of the statement is to inform and to help educate not only test takers, but also others involved in the testing enterprise so that measurements may be most validly and appropriately used. This document is intended as an effort to inspire improvements in the testing process and does not have the force of law. Its orientation is to encourage positive and high-quality interactions between testing professionals and test takers.

The rights and responsibilities listed in this document are neither legally based nor inalienable rights and responsibilities such as those listed in the United States of America's Bill of Rights. Rather, they represent the best judgments of testing professionals about the reasonable expectations that those involved in the testing enterprise (test producers, test users, and test takers) should have of each other. Testing professionals include developers of assessment products and services, those who market and sell them, persons who select them, test administrators and scorers, those who interpret test results, and trained users of the information. Persons who engage in each of these activities have significant responsibilities that are described elsewhere, in documents such as those that follow (American Association for Counseling and Development, 1988; American Speech-Language-Hearing Association, 1994; Joint Committee on Testing Practices, 1988; National Association of School Psychologists, 1992; National Council on Measurement in Education, 1995).

In some circumstances, the test developer and the test user may not be the same person, group of persons, or organization. In such situations, the professionals involved in the testing should clarify, for the test taker as well as for themselves, who is responsible for each

aspect of the testing process. For example, when an individual chooses to take a college admissions test, at least three parties are involved in addition to the test taker: the test developer and publisher, the individuals who administer the test to the test taker, and the institutions of higher education who will eventually use the information. In such cases a test taker may need to request clarifications about their rights and responsibilities. When test takers are young children (e.g., those taking standardized tests in the schools) or are persons who spend some or all their time in institutions or are incapacitated, parents or guardians may be granted some of the rights and responsibilities, rather than, or in addition to, the individual.

Perhaps the most fundamental right test takers have is to be able to take tests that meet high professional standards, such as those described in *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999) as well as those of other appropriate professional associations. This statement should be used as an adjunct, or supplement, to those standards. State and federal laws, of course, supersede any rights and responsibilities that are stated here.

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It is recommended that the following guidelines for test takers be widely circulated.

The Rights and Responsibilities of Test Takers: Guidelines and Expectations

Test Taker Rights and Responsibilities Working Group
of the Joint Committee on Testing Practices
August 1998

As a test taker, you have the right to:

1. Be informed of your rights and responsibilities as a test taker.
2. Be treated with courtesy, respect, and impartiality, regardless of your age, disability, ethnicity, gender, national origin, religion, sexual orientation, or other personal characteristics.
3. Be tested with measures that meet professional standards and that are appropriate, given the manner in which the test results will be used.
4. Receive a brief oral or written explanation prior to testing about the purpose(s) for testing, the kind(s) of tests to be used, if the results will be reported to you or to others, and the planned use(s) of the results. If you have a disability, you have the right to inquire and receive information about testing accommodations. If you have difficulty in comprehending the language of the test, you have a right to know in advance of testing whether any accommodations may be available to you.
5. Know in advance of testing when the test will be administered, if and when test results will be available to you, and if there is a

fee for testing services that you are expected to pay.

6. Have your test administered and your test results interpreted by appropriately trained individuals who follow professional codes of ethics.
7. Know if a test is optional and learn of the consequences of taking or not taking the test, fully completing the test, or canceling the scores. You may need to ask questions to learn these consequences.
8. Receive a written or oral explanation of your test results within a reasonable amount of time after testing and in commonly understood terms.
9. Have your test results kept confidential to the extent allowed by law.
10. Present concerns about the testing process or your results and receive information about procedures that will be used to address such concerns.

As a test taker, you have the responsibility to:

1. Read and/or listen to your rights and responsibilities as a test taker.
2. Treat others with courtesy and respect during the testing process.
3. Ask questions prior to testing if you are uncertain about why the test is being given, how it will be given, what you will be asked to do, and what will be done with the results.
4. Read or listen to descriptive information in advance of testing and listen carefully to all test instructions. You should inform an examiner in advance of testing if you wish to receive a testing accommodation or if you have a physical condition or illness that may interfere with your performance on the test. If you have difficulty comprehending the language of the test, it is your responsibility to inform an examiner.
5. Know when and where the test will be given, pay for the test if required, appear on time with any required materials, and be ready to be tested.
6. Follow the test instructions you are given and represent yourself honestly during the testing.
7. Be familiar with and accept the consequences of not taking the test, should you choose not to take the test.
8. Inform appropriate person(s), as specified to you by the organization responsible for testing, if you believe that testing conditions affected your results.
9. Ask about the confidentiality of your test results, if this aspect concerns you.

10. Present concerns about the testing process or results in a timely, respectful way, if you have any.

The Rights of Test Takers: Guidelines for Testing Professionals

Test takers have the rights described below. It is the responsibility of the professionals involved in the testing process to ensure that test takers receive these rights.

1. Because test takers have the right to be informed of their rights and responsibilities as test takers, it is normally the responsibility of the individual who administers a test (or the organization that prepared the test) to inform test takers of these rights and responsibilities.
2. Because test takers have the right to be treated with courtesy, respect, and impartiality, regardless of their age, disability, ethnicity, gender, national origin, race, religion, sexual orientation, or other personal characteristics, testing professionals should:
    a. Make test takers aware of any materials that are available to assist them in test preparation. These materials should be clearly described in test registration and/or test familiarization materials.
    b. See that test takers are provided with reasonable access to testing services.
3. Because test takers have the right to be tested with measures that meet professional standards that are appropriate for the test use and the test taker, given the manner in which the results will be used, testing professionals should:
    a. Take steps to utilize measures that meet professional standards and are reliable, relevant, useful given the intended purpose and are fair for test takers from varying societal groups.
    b. Advise test takers that they are entitled to request reasonable accommodations in test administration that are likely to increase the validity of their test scores if they have a disability recognized under the Americans with Disabilities Act or other relevant legislation.
4. Because test takers have the right to be informed, prior to testing, about the test's purposes, the nature of the test, whether test results will be reported to the test takers, and the planned use of the results (when not in conflict with the testing purposes), testing professionals should:
    a. Give or provide test takers with access to a brief description about the test purpose (e.g., diagnosis, placement, selection,

etc.) and the kind(s) of tests and formats that will be used (e.g., individual/group, multiple-choice/free response/ performance, timed/untimed, etc.), unless such information might be detrimental to the objectives of the test.

b. Tell test takers, prior to testing, about the planned use(s) of the test results. Upon request, the test taker should be given information about how long such test scores are typically kept on file and remain available.

c. Provide test takers, if requested, with information about any preventative measures that have been instituted to safeguard the accuracy of test scores. Such information would include any quality control procedures that are employed and some of the steps taken to prevent dishonesty in test performance.

d. Inform test takers, in advance of the testing, about required materials that must be brought to the test site (e.g., pencil, paper) and about any rules that allow or prohibit use of other materials (e.g., calculators).

e. Provide test takers, upon request, with general information about the appropriateness of the test for its intended purpose, to the extent that such information does not involve the release of proprietary information. (For example, the test taker might be told, "Scores on this test are useful in predicting how successful people will be in this kind of work" or "Scores on this test, along with other information, help us to determine if students are likely to benefit from this program.")

f. Provide test takers, upon request, with information about re-testing, including if it is possible to re-take the test or another version of it, and if so, how often, how soon, and under what conditions.

g. Provide test takers, upon request, with information about how the test will be scored and in what detail. On multiple-choice tests, this information might include suggestions for test taking and about the use of a correction for guessing. On tests scored using professional judgment (e.g., essay tests or projective techniques), a general description of the scoring procedures might be provided except when such information is proprietary or would tend to influence test performance inappropriately.

h. Inform test takers about the type of feedback and interpretation that is routinely provided, as well as what is available for a fee. Test takers have the right to request and

receive information regarding whether or not they can obtain copies of their test answer sheets or their test materials, if they can have their scores verified, and if they may cancel their test results.

i. Provide test takers, prior to testing, either in the written instructions, in other written documents or orally, with answers to questions that test takers may have about basic test administration procedures.

j. Inform test takers, prior to testing, if questions from test takers will not be permitted during the testing process.

k. Provide test takers with information about the use of computers, calculators, or other equipment, if any, used in the testing and give them an opportunity to practice using such equipment, unless its unpracticed use is part of the test purpose, or practice would compromise the validity of the results, and to provide a testing accommodation for the use of such equipment, if needed.

l. Inform test takers that, if they have a disability, they have the right to request and receive accommodations or modifications in accordance with the provisions of the Americans with Disabilities Act and other relevant legislation.

m. Provide test takers with information that will be of use in making decisions if test takers have options regarding which tests, test forms or test formats to take.

5. Because that test takers have a right to be informed in advance when the test will be administered, if and when test results will be available, and if there is a fee for testing services that the test takers are expected to pay, test professionals should:

   a. Notify test takers of the alteration in a timely manner if a previously announced testing schedule changes, provide a reasonable explanation for the change, and inform test takers of the new schedule. If there is a change, reasonable alternatives to the original schedule should be provided.

   b. Inform test takers prior to testing about any anticipated fee for the testing process, as well as the fees associated with each component of the process, if the components can be separated.

6. Because test takers have the right to have their tests administered and interpreted by appropriately trained individuals, testing professionals should:

   a. Know how to select the appropriate test for the intended purposes.

b. When testing persons with documented disabilities and other special characteristics that require special testing conditions and/or interpretation of results, have the skills and knowledge for such testing and interpretation.
c. Provide reasonable information regarding their qualifications, upon request.
d. Insure that test conditions, especially if unusual, do not unduly interfere with test performance. Test conditions will normally be similar to those used to standardize the test.
e. Provide candidates with a reasonable amount of time to complete the test, unless a test has a time limit.
f. Take reasonable actions to safeguard against fraudulent actions (e.g., cheating) that could place honest test takers at a disadvantage.

7. Because test takers have the right to be informed about why they are being asked to take particular tests, if a test is optional, and what the consequences are should they choose not to complete the test, testing professionals should:
   a. Normally only engage in testing activities with test takers after the test takers have provided their informed consent to take a test, except when testing without consent has been mandated by law or governmental regulation, or when consent is implied by an action the test takers have already taken (e.g., such as when applying for employment and a personnel examination is mandated).
   b. Explain to test takers why they should consider taking voluntary tests.
   c. Explain, if a test taker refuses to take or complete a voluntary test, either orally or in writing, what the negative consequences may be to them for their decision to do so.
   d. Promptly inform the test taker if a testing professional decides that there is a need to deviate from the testing services to which the test taker initially agreed (e.g., should the testing professional believe it would be wise to administer an additional test or an alternative test), and provide an explanation for the change.
8. Because test takers have a right to receive a written or oral explanation of their test results within a reasonable amount of time after testing and in commonly understood terms, testing professionals should:
   a. Interpret test results in light of one or more additional considerations (e.g., disability, language proficiency), if those considerations are relevant to the purposes of the

test and performance on the test, and are in accordance with current laws.

b. Provide, upon request, information to test takers about the sources used in interpreting their test results, including technical manuals, technical reports, norms, and a description of the comparison group, or additional information about the test taker(s).

c. Provide, upon request, recommendations to test takers about how they could improve their performance on the test, should they choose or be required to take the test again.

d. Provide, upon request, information to test takers about their options for obtaining a second interpretation of their results. Test takers may select an appropriately trained professional to provide this second opinion.

e. Provide test takers with the criteria used to determine a passing score, when individual test scores are reported and related to a pass-fail standard.

f. Inform test takers, upon request, how much their scores might change, should they elect to take the test again. Such information would include variation in test performance due to measurement error (e.g., the appropriate standard errors of measurement) and changes in performance over time with or without intervention (e.g., additional training or treatment).

g. Communicate test results to test takers in an appropriate and sensitive manner, without use of negative labels or comments likely to inflame or stigmatize the test taker.

h. Provide corrected test scores to test takers as rapidly as possible, should an error occur in the processing or reporting of scores. The length of time is often dictated by individuals responsible for processing or reporting the scores, rather than the individuals responsible for testing, should the two parties indeed differ.

i. Correct any errors as rapidly as possible if there are errors in the process of developing scores.

9. Because test takers have the right to have the results of tests kept confidential to the extent allowed by law, testing professionals should:

a. Insure that records of test results (in paper or electronic form) are safeguarded and maintained so that only individuals who have a legitimate right to access them will be able to do so.

b. Should provide test takers, upon request, with information regarding who has a legitimate right to access their test

results (when individually identified) and in what form. Testing professionals should respond appropriately to questions regarding the reasons why such individuals may have access to test results and how they may use the results.

c. Advise test takers that they are entitled to limit access to their results (when individually identified) to those persons or institutions, and for those purposes, revealed to them prior to testing. Exceptions may occur when test takers, or their guardians, consent to release the test results to others or when testing professionals are authorized by law to release test results.

d. Keep confidential any requests for testing accommodations and the documentation supporting the request.

10. Because test takers have the right to present concerns about the testing process and to receive information about procedures that will be used to address such concerns, testing professionals should:

    a. Inform test takers how they can question the results of the testing if they do not believe that the test was administered properly or scored correctly, or other such concerns.

    b. Inform test takers of the procedures for appealing decisions that they believe are based in whole or in part on erroneous test results.

    c. Inform test takers, if their test results are under investigation and may be canceled, invalidated, or not released for normal use. In such an event, that investigation should be performed in a timely manner. The investigation should use all available information that addresses the reason(s) for the investigation, and the test taker should also be informed of the information that he/she may need to provide to assist with the investigation.

    d. Inform the test taker, if that test taker's test results are canceled or not released for normal use, why that action was taken. The test taker is entitled to request and receive information on the types of evidence and procedures that have been used to make that determination.

The Responsibilities of Test Takers: Guidelines for Testing Professionals

Testing Professionals should take steps to ensure that test takers know that they have specific responsibilities in addition to their rights described above.

1. Testing professionals need to inform test takers that they should listen to and/or read their rights and responsibilities as a test taker and ask questions about issues they do not understand.
2. Testing professionals should take steps, as appropriate, to ensure that test takers know that they:
    a. Are responsible for their behavior throughout the entire testing process.
    b. Should not interfere with the rights of others involved in the testing process.
    c. Should not compromise the integrity of the test and its interpretation in any manner.
3. Testing professionals should remind test takers that it is their responsibility to ask questions prior to testing if they are uncertain about why the test is being given, how it will be given, what they will be asked to do, and what will be done with the results. Testing professionals should:
    a. Advise test takers that it is their responsibility to review materials supplied by test publishers and others as part of the testing process and to ask questions about areas that they feel they should understand better prior to the start of testing.
    b. Inform test takers that it is their responsibility to request more information if they are not satisfied with what they know about how their test results will be used and what will be done with them.
4. Testing professionals should inform test takers that it is their responsibility to read descriptive material they receive in advance of a test and to listen carefully to test instructions. Testing professionals should inform test takers that it is their responsibility to inform an examiner in advance of testing if they wish to receive a testing accommodation or if they have a physical condition or illness that may interfere with their performance. Testing professionals should inform test takers that it is their responsibility to inform an examiner if they have difficulty comprehending the language in which the test is given. Testing professionals should:
    a. Inform test takers that, if they need special testing arrangements, it is their responsibility to request appropriate accommodations and to provide any requested documentation as far in advance of the testing date as possible. Testing professionals should inform test takers about the documentation needed to receive a requested testing accommodation.
    b. Inform test takers that, if they request but do not receive

a testing accommodation, they could request information about why their request was denied.

5. Testing professionals should inform test takers when and where the test will be given, and whether payment for the testing is required. Having been so informed, it is the responsibility of the test taker to appear on time with any required materials, pay for testing services and be ready to be tested. Testing professionals should:
   a. Inform test takers that they are responsible for familiarizing themselves with the appropriate materials needed for testing and for requesting information about these materials, if needed.
   b. Inform the test taker, if the testing situation requires that test takers bring materials (e.g., personal identification, pencils, calculators, etc.) to the testing site, of this responsibility to do so.
6. Testing professionals should advise test takers, prior to testing, that it is their responsibility to:
   a. Listen to and/or read the directions given to them.
   b. Follow instructions given by testing professionals.
   c. Complete the test as directed.
   d. Perform to the best of their ability if they want their score to be a reflection of their best effort.
   e. Behave honestly (e.g., not cheating or assisting others who cheat).
7. Testing professionals should inform test takers about the consequences of not taking a test, should they choose not to take the test. Once so informed, it is the responsibility of the test taker to accept such consequences, and the testing professional should so inform the test takers. If test takers have questions regarding these consequences, it is their responsibility to ask questions of the testing professional, and the testing professional should so inform the test takers.
8. Testing professionals should inform test takers that it is their responsibility to notify appropriate persons, as specified by the testing organization, if they do not understand their results, or if they believe that testing conditions affected the results. Testing professionals should:
   a. Provide information to test takers, upon request, about appropriate procedures for questioning or canceling their test scores or results, if relevant to the purposes of testing.
   b. Provide to test takers, upon request, the procedures for reviewing, retesting, or canceling their scores or test

results, if they believe that testing conditions affected their results and if relevant to the purposes of testing.

c. Provide documentation to the test taker about known testing conditions that might have affected the results of the testing, if relevant to the purposes of testing.

9. Testing professionals should advise test takers that it is their responsibility to ask questions about the confidentiality of their test results, if this aspect concerns them.
10. Testing professionals should advise test takers that it is their responsibility to present concerns about the testing process in a timely, respectful manner.

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